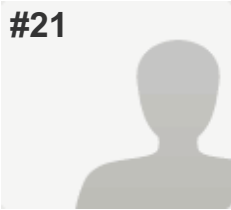


#21

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, June 03, 2016 11:13:32 AM**Last Modified:** Thursday, June 09, 2016 1:02:12 PM**Time Spent:** Over a day**IP Address:** 67.55.163.49

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Q1: Name of School District:	Collins-Maxwell CSD
Q2: Name of Superintendent	Dr. Tom Lane
Q3: Person Completing this Report	Jordan Nelson

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Q4: 1a. Local TLC Goal	<i>Respondent skipped this question</i>
Q5: 1b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

Q7: 2a. Local TLC Goal

Provide enhanced support through Mentor Teachers who receive their own instructional support from PD Implementation Coaches and the System Learning Specialists. Provide enhanced learning opportunities and support for veteran teachers from PD Implementation Coaches and the System Learning Specialists allowing teachers to grow professionally. Provide peer coaching and observation/feedback through the use of PD Implementation Coaches and the System Learning Specialists.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our Systems Learning Specialists knocked it out of the park with this. They collaborated with teachers very regularly and were of great benefit to our staff. They both submitted and updated collaboration logs with teachers as well.

We did not do well with our Mentor Teachers, which is going to be a major focus of improvement for 16-17 (and we've already started working on that. We had a lack of interest in PD implementation coaches, but we have also worked on improving that and have people on board for that for 16-17.

Q10: 3a. Local TLC Goal

Provide additional career opportunities for exceptional teachers who desire an instructional leadership role such as Mentor Teacher, PD Implementation Coach or System Learning Specialist. Through the use of best practices in all classrooms by teachers who have learning opportunities and on-going support for implementations students receive high quality instruction and learn better.

Q11: 3b. To what extent has this goal been met?

(no label)

Somewhat Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We had a number of teachers that we encouraged to attend conferences/workshops and we had celebrations to go over improvements and quality results.

We want to work better to provide a better focus on this for 16-17. As we went through a lot of trauma and transition as a district in February (death of a student, building lock down, superintendent resignation), the elementary principal and myself have met many times since to lock down a better plan for our TLC grant.

We have many people on board, have secured many resources, and will have our plan going forward producing at a much higher level.

Q13: 4a. Local TLC Goal

Improve student learning by analyzing assessment results.

Q14: 4b. To what extent has this goal been met?

(no label)

Not At All

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Iowa Assessments Achievement Scores

Elem Reading: -1.0%

Elem Math: -.6%

MS/HS Reading: -3.5%

MS/HS Math: -2.5%

We had a very tumultuous year this year with a lot of factors including a student death in the HS, resignation of a superintendent, schools placed on lockdown due to unruly parents who were threatening staff, and news crews around a lot. We believe this led to some of the low scores. Also, we had a large group of juniors intentionally not do well on the test. However, we are putting together building data teams to continually assess and analyze our data, along with planning pre-assessment days and goal setting for our students as well as going over the data with students and parents.

We will also work with our data team to establish goals for the year for proficiency, growth, etc.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We are going to make adjustments to some wording of titles and job descriptions, get more people on board to ensure we are using the TLC grant to it's highest levels of effectiveness, and provide more focus for our staff. This will all be submitted to Becky Slater very soon.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Our Systems Learning Specialists went above and beyond all year long. They were of great help to administration, teachers, and students helping us move forward in a lot of areas. We got very lucky getting to quality people on board, and this will help us move into 16-17 on a high note.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.